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ABSTRACT

This report profiles 36 successful programs undertaken by businesses outside Arkansas to help at-risk students (particularly minorities) in high school or the early years of college to acquire life skills. Published descriptions of hundreds of programs were reviewed, from which 36 were selected for inclusion in this report. These programs are grouped into five categories: (1) programs concerned with changing behavior or attitudes, such as giving up drugs; (2) programs concerned with parenting skills and prenatal care for teenagers; (3) programs concerned with skills useful in preparing for a career and finding and holding a job; (4) programs concerned with convincing students that going to college is a genuine possibility; and (5) programs concerned with specific life skills, such as economic awareness. The program profiles list contact persons with telephone numbers. The report also contains a list of contacts and an annotated bibliography listing 16 references. (KC)

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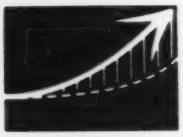

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Business-Education Partnerships To Help Students Attain Life Skills: A Survey

Wayne L. Boucher
Diane H. DeGroodt

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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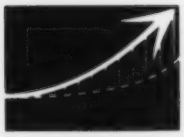

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Preface

This brief report documents the results of a quick search to identify successful (or at least promising) programs undertaken by the private sector--i.e., individual companies, alliances of companies, or company associations, such as business roundtables or chambers of commerce--to help students in high school or the early years of college to acquire so-called life skills, ranging from such things as opening a checking account to managing stress. As indicated in Section 3 of this report, these life skills are an integral part of the five "competencies" and the three-part "foundation" which the Secretary of Labor's Commission on Achieving Necessary Skills described in 1991 as being essential to enter and compete in the workforce (Source: 15*). Not only are life skills needed in the workforce, but they also have a significant impact upon an individual's community involvement, as well as interpersonal relationships.

This search was initiated by posting a query on Internet, a network of computer networks. Specifically, the Institute sent a short project description and several questions to eight Internet forums: EDPOLYAN (the Education Policy Analysis Discussion List); ASHE (the Association for the Study of Higher Education), PUBPOL (a public policy forum), ARKPUBHE (the Arkansas Public Higher Education forum), DEOS (the Distance Education Online Symposium), BGEDU (a forum concerned with quality education), VOCNET (a forum concerned with vocational education and workforce issues), and AFA-FIN (the American Finance Association's Educational Finance Sub-List). The following questions were asked:

1. Has anyone catalogued such "life skills" programs on a state, regional, or national level? If so, who?

2. Are there any good academic studies or journalistic works that describe successful programs of this sort?

3. Do you personally know of any interesting programs? Who is the point of contact? How is success measured? Were any public policy changes made in education in order to achieve this level of success?

This query brought nearly 30 responses from around the United States, providing references to several dozen specific programs and to other sources of information. Following up on these leads was fruitful. Our principal contacts through Internet or this follow-up effort are listed in Appendix A.

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* Source numbers like these appear throughout the text and are references to the skills literature identified in the List of Major Sources (Appendix B).

In parallel, the Institute conducted a bibliographic search to identify relevant papers and reports. Two databases were surveyed electronically: The Educational Resources Information Center (ERIC) and the Colorado Alliance of Research Libraries (CARL). Both are national in scope; each provided references to a number of publications. Those that appeared to be important were subsequently obtained and reviewed. Of these, the handful that turned out to be most valuable are cited in Appendix B.

Though the original intention was to rely entirely on secondary sources, it proved necessary to contact a number of association representatives, partnership managers, and other sources by telephone. Unfortunately, time did not permit the many calls--and interviews--that would be required for a comprehensive survey. Nor did it permit administering a questionnaire, which, along with interviews, might have made it possible to obtain important details that are often ignored in the literature, such as information on actual program costs, number of participating students, and outcomes. The lack of published detail in these areas is both strange and regrettable. The aim of the present project, however, was only to sample the range of life skills programs currently being sponsored by business and thereby obtain a sense of the variety. In the end, at least 200 programs of one sort or another were identified and reviewed, of which about 35 from around the country seemed most relevant. They are the subject of this report.

It should perhaps be noted that this document has been published in the Institute's "Background Reports" series. Such reports are intended solely to present information, data, or methodologies that can be used for purposes of defining and evaluating policy options in the public interest. These reports do not contain recommendations of any sort, direct or implied.

We are pleased to thank Patricia Gray, Manager of External Relations for Southwestern Bell Telephone of Arkansas and a member of the Board of Directors of The Arkansas Institute. Ms. Gray not only suggested this project, but, once it had been approved by the Institute's Research Advisory Committee, also helped to secure Southwestern Bell's funding of the research and its publication.

We also wish to thank those members of the Research Advisory Committee who reviewed this report in manuscript.

Additionally, we want to acknowledge our indebtedness to the participants on Internet who came to our aid. They are among those serious professionals whose generous willingness to help with projects like this is an important reason why Internet is rapidly becoming a national treasure.

Finally, we must thank the authors of the published sources on which we relied for most of our information, particularly Jane A. Asche. We have tried to summarize these authors' program descriptions accurately, usually through close paraphrase or brief quotation. We apologize for any errors we may have made in interpretation. And we urge readers to consult these sources for more information.

As usual, responsibility for project design, execution, and documentation remains entirely that of the authors and The Arkansas Institute.

Summary

This document identifies successful programs undertaken by businesses outside of Arkansas to help students in high school or the early years of college to acquire life skills. More specifically, the focus tends to fall on programs aimed at helping at-risk students, especially from minorities. The purpose of this research was twofold: to provide background information necessary for a current study by The Arkansas Institute on the issue of future worker skills, and to provide a reference for Arkansas businesses looking for ways to help education.

Published descriptions of hundreds of programs were reviewed, from which 36 were selected to include in this report because they seem to illustrate well the wide variety of life skills being addressed in business-education partnerships across the United States. These programs are grouped into five categories, of which the first four include partnerships that generally mix academic, vocational, and life skills, while the last category includes partnerships devoted primarily to inculcating life skills only. These categories are as follows: (1) Programs concerned with changing behavior or attitudes, such as giving up drugs; (2) programs concerned with parenting skills for teenagers, as well as related issues, such as prenatal care, nutrition, etc.; (3) programs concerned with skills useful in preparing for a career and finding and holding a job; (4) programs concerned with convincing students that going to college is a genuine possibility; and (5) programs concerned with specific life skills, such as economic awareness.

These programs are important because life skills are an integral part of the more widely known sets of skills identified as being essential in the workforce. That is, these skills are viewed by many companies not simply as valuable in establishing good interpersonal relationships or increasing community involvement, but also as critical to personal and corporate success in the private sector. A measure of the importance given to these programs is that, annually, they reach tens of thousands of high school students in the United States.

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1. Introduction

Business-education partnerships have become big business in the United States. By 1989, the number of educational partnerships involving public elementary and secondary schools, on the one hand, and individual businesses, business associations, and business coalitions or alliances, on the other, had jumped to more than 80,000, at least twice the number of four or five years earlier.[1] More than 40 percent of all public schools and nearly 25 percent of all public school students were directly involved in these partnerships.[2]

Moreover, according to the Center for Workforce Preparation, an arm of the U.S. Chamber of Commerce, 1300 of the 3000 state and local chambers of commerce are presently participating in educational reform and training activities. A large company can have dozens, even hundreds, of partnerships; for example, IBM was active in 750 of them in 1991.[3] A small city like Little Rock can and does have 125 or more. Individual programs, including some sponsored by individual companies, can and do reach millions of young people. Untold hours of corporate personnel time are devoted to these programs, usually at company expense.

It has been argued that this effort by the private sector is largely misguided, and that any dollars available to be invested in the labor force could better be spent to retrain present workers.[4] But the argument has not prevailed. As the executive director of a statewide partnership foundation remarked recently, "I don't think business can give up [on the kids still in school]. It's either pay up front or pay when they arrive. It's cheaper to pay up front."

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[1] *Corporate Action Agenda: The Business of Improving Public Schools,* Executive Summary (Washington, D.C.: National Alliance of Business, 1990), p. 5.

[2] S. Heaviside and E. Farris, *Educational Partnerships in Public Elementary and Secondary Schools* (Washington, D.C.: National Center for Educational Statistics, U.S. Department of Education, February 1989), as cited in *Business-Education Partnerships in Oregon: Update 1990* (Salem: Oregon Department of Education, September 1990), p. 1.

[3] *Vocational Educational Journal* (January 1992).

[4] See, for example, Nan Stone, "Does Business Have Any Business in Education?" *Harvard Business Review* (March-April 1991), pp. 46-62.

The focus and complexity of these "up front" programs varies widely. Not surprisingly, therefore, one well-informed author recognizes 20 different types, from adult literacy partnerships to teen pregnancy programs. Moreover, in reviewing some of the more notable educational initiatives taken by business, this author sometimes categorizes the same program under two or more of these 20 headings, precisely because the program is intended to tackle two or more youth problems simultaneously.

This report identifies and describes a number of business-education programs dedicated wholly or in some significant way to equipping young people with life skills. By general reputation or the authority of our sources, these programs are presumably among the best of their type.[5]

This research was undertaken for two reasons. The first was to provide certain background information in support of a major project now underway at the Institute concerned with statewide economic development. This project's focus is the degree to which the skills of Arkansas' labor force are likely to match the job requirements of Arkansas' employers in the coming decade. While business-education partnerships of one sort or another are often begun for some general purpose, such as lowering the dropout rate, others are also designed to meet the specific needs of specific employers in specific communities or regions. These programs thus provide clues to the existence of possibly serious gaps between workers' skills and employers' needs. The common complaint, of course, is that the academic or technical knowledge of workers is inadequate, but, as this report demonstrates, life skills also seem to figure in the thinking of business. This research has served, therefore, to expand the scope of the Institute's investigation, and it may be helpful to others conducting studies along the same lines.

Second, the research was intended to produce a reference for businesses in Arkansas that may be considering a possible collaboration with the schools and would like to learn about programs that have been reported to be working. This survey, though derived essentially from secondary sources and, as indicated in the preface, limited in scope and far from complete, may nevertheless provide helpful ideas. It is not unreasonable to suppose that the programs briefly reviewed here offer possibilities for this state.

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[5] Some distinctive programs operating today in Arkansas might well also be part of this group, but Arkansas programs were omitted, on the assumption that they will be well known.

2. Program Descriptions

The business-education programs selected for presentation in this section vary greatly in all important respects. Some involve a single company; others involve hundreds. Some serve a handful of students; others serve thousands. Some are mandatory for the student; others are optional. Some have a budget of a few hundred dollars; others have a budget in the millions. Some seek to achieve a single, simple objective; others seek objectives that are complex, intertwined, and often highly ambitious. Some are provided through a single party; others involve many agents in many combinations of amateur and professional. Some are completed in hours; others require years. But all are interesting, and all include at least one component dedicated toward instilling life skills, personal or social.

Programs that differ so widely are not easily classified, and there will always be something quite arbitrary about the categories used. Here we have grouped the programs into five categories, chosen mainly with reference to some aspect of the programs' objectives. Presentation of each category opens with a brief characterization of the programs to be found within. Then the programs themselves are described, drawing upon information to be found in our source documents. Typically, though hardly always, this sketch covers the program's overall purposes, its target audience, identification of which business or group of businesses is involved, the role that business plays, the substance and cost of the program, and any indications, however flimsy, offered as to the program's payoff. A point of contact is given for readers who may wish to obtain more detail, and a code is provided that links this discussion back to the source document, which is cited fully in Appendix B.

Behavioral and Attitudinal Change

A concern of virtually every program is to provide ways to lower the dropout rate in middle school and high school. One obvious target is the student's lifestyle--attitudes, beliefs, and actions that express the student's regard not only for himself and others, but also for the larger world. The eight programs that follow illustrate something of the variety in program scope and design if student behavior or attitude is the target.

1. **Caldwell County Communities in Schools.** When Caldwell County, North Carolina, was found to be one of the worst counties in the state for school dropouts, teen pregnancies, juvenile crime, and other problems involving its youth, it responded by creating Communities in Schools, a program modeled after the well-known national program, Cities

in Schools, in which a wide variety of community services for youth are brought to the school and delivered there. Caldwell County's ICs was begun in 1989 and has since expanded to serve all four middle schools and all three high schools in the county. Its stated goal is "to develop a public/private partnership. . . to maximize the availability and coordination of appropriate. . . services for 'at-risk' youth and their families; to increase educational achievement; to improve school attendance; to increase self-esteem; and to reinforce socially acceptable behavior in the classroom, at home, and in the community, without tax increases and costly programs." In 1992-93, under the leadership of the local school district, some 100 businesses, state and county agencies, and other organizations such as United Way participated in this CIS effort, both as sources of funds and as workers. For instance, corporations provide mentors, tutors, and instructors who are released from their jobs for at least an hour a week to work with their assigned at-risk students. Annual costs, not including in-kind services or staff from various other government agencies or outside organizations, are reported at $90,000 currently. The source document reports CIS data indicating that in only one year, 50 percent of CIS students had improved grades; 73 percent had improved attendance; 84 percent spent less or no time in in-school suspension; and 90 percent spent less or no time in out-of-school suspension. **Contact:** Communities in Schools (704-258-0128). **Source:** 2.

2. **Freedom Youth Academy.** According to the source document, the goals of the Freedom Youth Academy are "to promote education, develop character, and replace destructive behaviors such as drug and alcohol abuse, teen pregnancy, and dropping out of school with positive behavior in the lives of at-risk children and youth." The Academy, which was started in 1980 and presently operates at two sites in the Washington, D.C. area, accepts 75 students each year, most of them black. (They can be on any academic level, from elementary to high school.) The annual budget of $60,000 is raised through grants from foundations and private companies. The distinctive feature of the Academy's work, apart from its highly ambitious goals, is that this work is accomplished principally through individualized instruction in after-school and Saturday tutoring. Volunteers are used, and they include employees in the private sector, parents, and college students. Evidence of success, as provided in the source document, is that Academy students "show marked gains" in SSAT and SAT scores, and "a number of them" have been accepted by major colleges. It is also indicated that the program "expects to achieve" an overall graduation rate of 90 percent--more than twice as high as the current rate in D.C. **Contact:** Freedom Youth Academy (202-889-1682). **Source:** 2.

3. **PepsiCo Partnership Programs.** Subsidiaries of PepsiCo each have business-education partnerships of their own. Frito-Lay supports employee participation in "several" adopt-a-school and mentoring programs. Taco Bell has a program in North Carolina to educate parents so that they can do a better job of keeping their school children drug-free. KFC was one of the first sponsors of D.A.R.E. Pizza Hut is involved with elementary school efforts. Pepsi bottlers have a "Learn and Earn" program in which students "apply lessons from school to the workplace through Distributive Education Clubs of America." Perhaps most important from the point of view of this survey, however, is an experimental tuition incentive program run by Pepsi-Cola for disadvantaged and minority students in two high schools (one in Dallas, the other in Detroit). This program pays the student $250 in tuition credits each semester if the student stays in school, maintains passing grades, "and stays drug-free." As indicated in the source document, "the credits can be used for further education or job training upon graduation from high school." Teachers who help students earn these credits may also receive honoraria. **Contact:** Corporate Communications at PepsiCo in Purchase, NY. **Source:** 5.

4. **Norrell Services/Cedar Grove High School Partnership.** This partnership between Norrell Services Corporation and Cedar Grove High in DeKalb County, Georgia, was established in 1987. According to the source document, it has five aims: (1) to help students improve their grade point average; (2) to increase the number of students on the honor roll and in honor societies; (3) to improve student attendance; (4) to increase student participation in extracurricular activities; and (5) to reduce the number of students referred for disciplinary action. Toward these ends, Norrell provides funds (currently approaching $50,000 annually, not including scholarships), which support, among other things, a competition and awards for outstanding students, after-school buses twice a week so that students can get to and from extracurricular activities, and a summer camp for high-risk 8th and 9th grade males. Norrell also awards four-year scholarships to attend Georgia State or DeKalb University to any student who earns a 2.5 GPA on the academic track or 3.0 on the general track. Additionally, Norrell employees serve as mentors, working with groups of students. The partnership claims that school attendance has risen to 94 percent, that gains of "as much as" 70 points have occurred in SAT scores, and that some 80 percent of seniors indicate that they intend to continue their education. **Contact:** DeKalb Partners in Education (404-551-8406). **Source:** 2.

5. **USAA Mentor/Junior Achievement Program.** Developed in 1988 and first implemented in two elementary schools in San Antonio, Texas, in January 1989, this program's original

purpose was to reduce the dropout rate among San Antonio's at-risk students, while improving their basic education skills and helping to alleviate social pressures affecting their academic achievement. This purpose remains central, as does the approach originally adopted to achieve it: one-on-one mentoring by volunteers from United Services Automobile Association (USAA). USAA works a four-day week, so its employees have a weekday free for such service; those who participate agree to provide at least one hour of mentoring each week. Since 1989, the program has been brought into various middle schools and high schools in San Antonio, but participating high school students are brought together at Lanier High School. Not only has the program been expanded to serve students on all levels, but its scope has been expanded substantially beyond steps to prevent dropouts, and now includes, among other activities, substance abuse education, student leadership training, parenting courses, and character development programs, along with special academic work. The annual budget--provided by USAA--is reported to be $40,000. One source document (Asche) states that "results from evaluations conducted to date show improvements in student behavior, attitudes, and grades. . . .[Moreover, the newer] programs. . . have impacted the entire school population." The number of students participating was not presented. **Contact:** USAA Educational Affairs (512-498-1055). **Sources:** 2, 7.

6. **Burger King Academies.** Since 1989 when this program was founded, Burger King has established some 27 Academies in 15 states and two foreign countries. In 1993, they served as alternative middle and high schools for 2500 youth 13 to 21 years old, most of whom would otherwise probably not complete their high school education. Many of these young people also are confronting pregnancy, drug abuse, criminal activity, and other personal problems. The Academies' primary purpose is to prevent dropouts through academic achievement, but they also provide social services to deal with some of these problems, as well as career education and employment skills. Participating organizations (and sources of funds) include the Burger King Corporation, Burger King franchises, Cities in Schools, and local school districts. In addition to providing operating funds, the business organizations also support scholarships, and their employees may serve as mentors. Annual expense is reported to be around $200,000 currently per Academy, with Burger King Corporation contributing $45,000 to cover the project director's salary at each Academy. According to one of the source documents, the Burger King Academies program has been awarded a Certificate of Special Recognition for national leadership from the Business-Higher Education Forum of the American Council on Education, as well as being selected by *Business Week* as one of the best corporate public service programs of 1990. **Contact:** Corporate Involvement Office at Burger King Corporation (800-394-0940. **Sources** 2, 8.

7. **Project Partnership.** This project, initiated in 1988, involves public schools on all levels in all districts in Butler County, Ohio, in a coordinated effort to reduce the dropout rate in the county. Champion International Corporation provided the initial funding, but the source document does not indicate who is funding the current annual budget of about $200,000. One key to the program is that college students and senior citizens are serving as mentors; the program is not just concerned with academic performance. The source document reports that "since the inception of the project in 1988, 90 percent of students referred to the project each year remain in school with improved attitudes, attendance, and grades." The number of students participating was not indicated. **Contact:** Special Projects Coordinator, Butler County Joint Vocational School District (513-868-6300). **Source:** 2.

8. **Summer Training and Education Program (STEP).** This program, designed in 1984 by Public/Private Ventures in Philadelphia, "seeks to improve disadvantaged youth's basic academic skills, help them reduce summer learning losses, encourage them to remain in school and reduce the incidence of teenage pregnancy, a major contributor to dropping out." The initial STEP demonstration program, which ran from 1984 to 1988, involved a total of 4800 at-risk 14 and 15 year olds, in five cities across the country. In 1988, 11 other sites implemented STEP, and in 1989, an additional 39 sites were projected to add the STEP program. Public/Private Ventures operates STEP in conjunction with the Summer Youth Employment and Training Program (Job Training Partnership Act, Title IIB). Life Skills taught in STEP include assertiveness, self-esteem, decisionmaking, communication skills, goal-setting, family planning, and employment preparation. A comparison of youth in the program with a control sample of youth revealed that the "control youth's math and reading scores slip dramatically during the two-month summer vacation, while STEP youth not only stop losing ground but show gains in both reading and math." According to the source document published in 1989, other methods for measuring STEP's successfulness were then underway. The source provided no information on the program's cost. **Contact:** Public/Private Ventures (215 592-9099). **Source:** 14.

Parenting Skills and More

Institutions and individuals throughout the country are concerned about kids having kids, with the common result that the mother drops out and both mother and child fall into an often inescapable web of poverty, ignorance, and dependency. Many business-education programs have been introduced to help cope with this problem, both before and after the child is born. One of the more comprehensive is the New Vistas project (item 9 below), which brings together many types of assistance and many helpers.

One of the more unusual is The Mentoring Project (item 12), which, among other things, uses its funds to enable the teen mothers to raise funds to help others.

9. **New Vistas High School.** New Vistas, which is part of the Minneapolis public school system, was launched in 1990 as an alternative high school program for 10th through 12th graders who are pregnant or parenting. The school's charter is broad, including not just academic improvement, but also life skills training (e.g., courses in prenatal care, parenting, and nutrition), job assistance (e.g., career counseling, job placement, internships, etc.), and various social and health care services (through the Minneapolis Health Department, the Minneapolis Children's Medical Center, and others, including Lutheran Social Services' teen parent program). Importantly, students' children are cared for at the school by day-care professionals and students. Honeywell, Inc. is the main corporation involved. It provided the facility and funds for equipment and start-up. Moreover, it helps with special projects; it provides supplemental food; it offers apprenticeships and summer jobs; and its employees volunteer to serve as Big Sisters. (Other companies participating include IBM, which donated 15 computers, and Computer Systems Research, Inc., which provided software for remedial instruction.). The current annual budget is $160,000, funded by Honeywell, United Way, and local foundations. The program claims some success. According to one source document (Asche): "New Vistas students average 75 to 80 percent attendance, much better than that of [similar] programs. On average, New Vistas students have earned 50 percent more credits toward graduation each trimester than they had earned in their previous schools, and grade point averages went up significantly. Since the school opened its doors there have been no serious disciplinary incidents at the school. Of the 24 students graduating in 1991 and 1992, three-quarters have pursued post-secondary education." **Contact:** Honeywell Education Affairs (612-951-2066). **Sources: 2, 5.**

10. **Bridge to Employment: Mentor Program.** This program involves a business-education partnership in New Brunswick, New Jersey. Business is represented by a Private Industry Council. The purpose of the program is to help teenage mothers receive "vocational, GED, *life skills*, and pre-employment training." Other details were not available. **Contact:** Private Industry Council in New Brunswick (908-524-1123). **Source:** 7.

11. **Zero-to-Three Parenting Project.** According to the source document, this project, which was established in Newark, New Jersey, by the Prudential Foundation, has three goals: "(1) to provide mental health therapy and services to infants and teen mothers [aged 12-16] in a family setting to optimize infant and parent development and their relationship; (2) to

promote self-esteem, and academic and vocational education; and (3) to encourage peer support in order to reduce repeat pregnancies and reduce the rate of high school dropouts." The source document provided no information on program standards or success. Details were also not provided on the date this project was begun, the number of schools involved, or the number of students served (though participation is restricted to females in the 9th-11th grades). Execution of this project is the responsibility of the Youth Development Center in Newark. The private sector appears to be involved only as a source of funds to the Center. In addition to a three-year $75,000 grant by the Prudential Foundation, support is provided by the Cummings Fund, the Schumann Foundation, and Mutual Benefit Life Insurance. **Contact:** Youth Development Center in Newark. **Source:** 5.

12. **The Mentoring Project: Continuing Education for Youth.** This program, based in Beaverton, Oregon, is designed for middle and high school students who are pregnant or already parents and who are in danger of dropping out of school. It is a five-day a week program that not only leads to a GED certificate (and a possible scholarship to college), but also provides instruction in prenatal and postnatal care, child development, and parenting skills. Business is involved by providing funds and mentors. A very unusual feature of this program is that student participants are obligated to work with their mentors in community projects--50 since 1989. They also raise money for public services (even including funds for a clinic in Brazil). The source document provided no information on program standards or success. The annual budget is $436,000, which is raised from the local school district, civic groups, small and medium businesses, and corporate foundations. **Contact:** Beaverton School District Mentoring Project (503-591-4204). **Source:** 2.

Job and Career Preparation

Programs included here are intended to help students complete their secondary education ready to join the labor force. Beyond academic preparation, however, these programs introduce students to other issues they must consider, such as job application, job skills, work habits, proper dress, career planning, etc. In some programs, emphasis is also placed on subjects such as enhancing self-esteem, self-confidence, independent thinking, and leadership. A particularly interesting aspect of these programs is the large number of ways in which learning about such matters is expected to occur: lectures, seminars, tutoring, mentoring, classroom discussion, gaming and role playing, internships, community service, special events, site visits, job shadowing, etc.

Two of the following programs are intended just for young women (items 14 and 15). One is statewide (item 21). One is mandatory for all business majors (item 19), while the rest are intended just

for at-risk youth. The first program to be described (item 13) is noteworthy because it combines a thrust like Little Rock's New Futures program with the commitments associated with a type of business-education program known as a compact. Such compacts exist around the United States.

13. **Chatham-Savannah Youth Futures Authority.** Along with Little Rock's New Futures program and two others, the Chatham-Savannah Youth Futures Authority (YFA) in Georgia was one of the original "New Futures" projects funded by the Annie E. Casey Foundation. YFA was established by the Georgia state legislature and directed to "develop, implement, and evaluate a comprehensive plan that would engage public and private agencies in an effort to deal with the problems of youth and families in Chatham County." Agency agreements were completed to provide for the delivery of the services needed in targeted neighborhoods, among them housing, social services, health (including a new school-based clinic for teen health), and education (including a school-to-work mentoring program). YFA also views itself as a player in the Savannah Compact, a five-year agreement pledging the Chamber of Commerce and the Board of Education to work together to improve the educational achievement and job readiness of Savannah's public school graduates. Some 150 companies now participate. They provide tutors and mentors, jobs to those who complete school, financial grants to schools, and internships. YFA's current annual budget of about $5 million is raised from foundations, business, the local school district, and state and local government. The source document contains no information on the number or demographics of participating students, nor on program standards and success. **Contact:** Chatham-Savannah Youth Futures Authority (912-651-6810). **Source:** 2.

14. **Pathways I.** This project, developed by School Works! (a business-education partnership in Pennsylvania involving the Business Women's Network of the Allentown/Lehigh County Chamber of Commerce and two of Lehigh County's school districts), was begun in 1987. It comprises seven separate programs being administered in four schools in the county. Together, their aim is to provide mentoring, tutoring, attendance incentives, career awareness, and job skills training for at-risk female students in the 10th and 11th grades. In 1992-1993, some 200 students were participating. The life skills part of the program involves discussion of topics such as goal-setting, self-esteem, and abusive relationships. Funding (which is reported to be $5000 for the year) comes from the school districts, individual businesses, foundations, and the Chamber of Commerce. The private sector not only provides funds, but also does mentoring. The source document does not discuss outcomes or how they are measured. **Contact:** School Works! (215-432-5686). **Source:** 2.

15. **Career Links: Career Mentoring for Teens.** This program was developed in 1987, principally to help poor minority female youth in Chicago who, in the words of the source document, have "little understanding of their life options other than early pregnancy and welfare dependency [because] they are isolated from the world of work and have too little exposure to successful adult role models." The program's objective is to provide these young women with information on the actual range of career options, encouragement to make "life plans that can lead to economic self-sufficiency," and guidance to obtain the skills they will need to achieve their plans. The Chicago-based Women Employed Institute conducts the program in conjunction with youth agencies and schools, relying on funding from the local school district, a foundation, and a corporation (unnamed), as well as volunteer services from business executives, other workers, and members of civic groups. These volunteer services range from mentoring to hosting of special events for the teens. The program concludes with site visits, work simulations, and other activities to introduce specific industries or occupations. Attention is also given to the possibility of attending college. Information on the costs of this program or on the number of students participating was not provided in the source document. Program evaluations have been made and are reported to indicate that the students "expand their knowledge of career fields and requirements, their confidence, and their knowledge of . . . skills they must acquire . . . to be successful." No studies of the long-term impacts of this program have been conducted. **Contact:** Women Employed Institute (312-782-3902). **Source:** 2.

16. **Springfield Institution for Savings Adopt-A-Student Program.** This program, which began in 1986, was originally directed at improving basic skills of at-risk students on the middle school level in Springfield, Massachusetts, while encouraging respect for work and raising the students' level of self-esteem. In 1990, the program was expanded to the high school level in Springfield, and additional goals were adopted--i.e., helping students to develop responsible attitudes, to think independently, and to explore career opportunities as well as the option of going to college. The Springfield Institution for Savings funds the entire program (currently at about $15,000 a year), and it provides employment for graduates. Volunteers from among the company's employees serve as mentors during the three years of middle school. They may also serve as tutors. Eighty students have gone through the program so far. Of these, none dropped out of middle school, and only three dropped out of high school. Moreover, as reported by the source document, attendance and academic performance "have improved . . . [with] many students maintaining 'C' grade average." **Contact:** Springfield Institution for Savings (413-748-8291). **Source:** 2.

17. **Youth Motivation Program.** Rockwell Graphic Systems (Westmont, Illinois) developed this program in 1966 for the John F. Kennedy High School in Chicago, a school in which most students are black or Hispanic and there has been a serious dropout problem. The company has provided equipment (computers with software); it sponsors an essay contest; and it offers a "job shadow" day. One of its principal contributions is to involve business people in the program as speakers, discussing the world of business and the need for the students to complete their education. As part of this effort, Rockwell and the JFK staff jointly developed a mock interview process, and Rockwell recruited Federal Express to interview for baggage handlers, American Airlines for ticket agents, Northern Trust for bank clerks, etc. Other details were not presented in the source document. **Contact:** Rockwell Graphic Systems (708-850-5850). **Source:** 8.

18. **The Houston Initiative, Inc**. This program, begun in 1989, aims to increase the rate of high school completion by at-risk youth in the Houston Independent School District. The source document provided no information on program standards or success. A distinctive feature of the program is that responsibility for implementation involves a combination of people from the school district, student volunteers from Rice University, a coalition called Leadership 2000, and individual businesses, such as Ranger Insurance. Business' role appears to be limited to providing funding; the last reported budget was $15,000. **Contacts** (all in Houston): Community Affairs Department of the Houston School District (713-892-6384); Community Services Coordinator of the Rice Student Volunteer Program at Rice University (713-527-4970); Leadership 2000 (713-622-1120); Ranger Insurance (713-954-8300). **Source**: 2.

19. **Model Office Classroom (MOC).** This program, funded and led solely by Philip Morris Corporation, has been available in six high schools in New York City since 1988; all boroughs are represented. The aim is better preparation of students for the world of work. While the approach is conventional in some respects--e.g., it involves classroom discussion of career opportunities and requisite job skills--it is fairly unusual in others, notably its simulation of the job placement process in the classroom through role playing, and, with the involvement of Philip Morris personnel, mock interviews, special tutoring, and discussion of subjects such as proper work attire. All business majors in these schools are required to participate during their junior or senior year. Other students may elect to participate. Enrollment is 95 percent minority. Program success is apparently judged on the basis of student evaluations, as well as the "large" number of students who go on to college. Out-of-

pocket costs are limited to a one-time investment of $30,000 per classroom. **Contact:** MOC Program, Mayor's Voluntary Action Center (212-788-7550). **Source:** 2.

20. **INROADS.** This career development program is designed to help "college-bound" African American, Hispanic, and Native American students gain "the knowledge, confidence, and skills to succeed in the corporate world." In operation since 1970 and now national in scope, this program will soon have some 8000 graduates. A student accepted into the program is required to attend seminars to prepare for interviews with participating companies, each of which is obligated to select one or more interns. (Currently, 700 companies participate, among them AT&T, IBM, Chubb, Proctor & Gamble, Shell Oil, GM, Arthur Anderson, United Technologies, Prudential, Union Carbide, Kaiser Permanente, NCNB, Johnson & Johnson, Price Waterhouse, etc.) Interns are then committed to a four-year college/work program that requires achieving good academic standing, working with INROADS staff to prepare "career, education, social, and service performance goals and develop strategies to meet those goals," and doing acceptable work on projects assigned by the sponsoring corporation. For its part, the sponsoring corporation agrees to help its interns prepare career plans, to provide summer employment opportunities, and to provide counseling and training. The source document did not provide details on program costs, standards, or measures of success. **Contact:** INROADS in St. Louis, Missouri. **Source:** 5.

21. **Maryland Tomorrow.** This program is provided in all 24 of Maryland's school districts. It targets at-risk youth from 9th grade upward. It seeks to help these students improve their academic performance, and provides incentives to keep them from dropping out. Additionally, it provides career education, instruction in basic work habits and values, motivation and leadership development, job placement, and other help in the school-to-work transition. Among the many tools used for these purposes are mentoring, year-around tutoring, community service, cultural experiences, and parent-student programs. The cost currently exceeds $16 million. Funds are provided primarily by the state, with additional revenues from the federal Job Training Partnership Act, local school districts, and individual businesses. The private sector is also a source of volunteers for mentoring and tutoring. The source document provided no information on the number of businesses or students participating, but it does state, as an indication of the program's success, that "in 1988-89 and 1989-90, five to six percent of 9th graders in the program dropped out of school and 69 to 74 percent were promoted to 10th grade, while non-participants had a dropout rate of 16 percent and a 58 percent promotion rate." **Contact:** Maryland Tomorrow, Maryland State Department of Education (410-333-2426). **Source:** 2.

22. **Education First.** This program, which has already involved more than 600 member companies in the Texas Restaurant Association since being launched in 1992, is built around an informal agreement among the company, the family of each employee who is a student, and the employee's school. This agreement requires that the student maintain a certain grade level or risk losing his job. In turn, employers agree to ensure that the job will not be allowed to interfere with the student's academic success, and employers are urged to "establish academic achievement and attendance incentives and to be involved in consulting with parents and teachers to determine the best way to help the student." Scholarships and other incentives to encourage high school graduation have been created by participating companies. The budget for Education First is reported to be $75,000 currently. The source document does not provide information on the number of students involved, the program standards, or measures of success. But it is important to note that other agencies and associations in Texas have taken note of this program and may introduce their own version. **Contact:** Member Services, Texas Restaurant Association (512-472-3666). **Source:** 5.

23. **The Caring Community Project.** This program serves at-risk middle school and high school students in Tulsa. Like several other programs in this listing, it has three prongs: academic improvement intended to ensure more high school graduates; social services, including instruction in life skills; and career education/job skills training. The current annual budget is reported at $100,000, and is raised from the state, the local school district, foundations, private businesses, and individual donors. Along with community members and high school students, corporate executives serve as volunteers, particularly for academic tutoring and career planning. Students are paid to attend Saturday morning job training sessions. They then work at city park and recreation centers in the afternoon. Life skills classes, which focus on personal, peer, and family issues, are taught twice a week. The source document provided no information on the number of students participating, and, on the question of program success, reported only the results of an evaluation which indicated that students who were selected for the program because they were at risk for school failure "showed slightly less grade deterioration in middle school than a control group composed of randomly selected peers." **Contact:** Caring Community Director at the Community Service Council in Tulsa (918-585-5551). **Source:** 2.

24. **World of Work.** Chrysler Corporation established this program in 1990, and it is now located in specific public schools in Chrysler plant cities throughout the United States. the program's primary objective is to help students understand the connection between what they are learning in school and how it applies to the workplace. Currently, more than 2000

Chrysler employees have served as tutors and mentors, as well as become involved in curriculum enhancement projects. Life skills taught to students include personal responsibility, attendance, job completion, and self-esteem. Basic skills are also taught. The source lists volunteers' time from work and training materials as the only expenses for this program. World of Work was recognized as a Point of Light in 1990. **Contact:** Chrysler Corporation (313 956-0607). **Source:** 8.

Work or College?

While many business-education partnerships assume that the best course is to find ways to help students complete high school and then move into the labor force, others, such as those presented below, recognize that there is often another possibility: pursuit of a college degree. Some of these programs (see, for example, item 28) can claim not only that this option is real, but that, in some cases, formerly at-risk students can be the first in their family to enter college. A national program like Career Beginnings (item 25) helps 55 percent of its students to start college. Forty percent of students in Wegmans "Work-Scholarship Connection Program" (item 30) go to college. But the numbers do not tell the whole story, as evidenced by the remarkable Joe Dudley Fellows Program (item 27), which may put only ten students a year in college, but does so with what seems to be quite special concern and determination.

25. **Career Beginnings.** Founded in 1986, this program, which is national in scope, is intended to increase the number of high school juniors from low-income families who complete high school and successfully enter college, technical training, or full-time employment. The program is conducted by the Center for Corporate and Education Initiatives (CCEI) at Brandeis University, and it is funded by private companies, their foundations, and general foundations. Annual program costs are estimated to be between $10,000 and $15,000, not including $25,000 for the summer intern program. Among the company sponsors are the Gannett Foundation, Melville Corporation, Aetna Life and Casualty, RJR/Nabisco Foundation, and Sun Microcomputers. Additionally, these companies are among those that provide a summer job for the students between their junior and senior year. They also provide some of the mentors who are involved. (To date, some 10,000 students and 10,000 mentors have participated.) Among the life skills taught in this program are money management, time management, family planning, career planning, and job behavior. In addressing program success, the source document reports a 1989 Harris survey of 400 students in Career Beginnings that led to two important findings: First, there were "major" changes in student attitude and behavior. Students showed more respect for people of other races, improved relations with teachers and relatives, and more self-confidence. None of these students had been expelled; none had been arrested; nearly 95% anticipated

having successful careers. Second, there were "significant" academic benefits. Ninety-eight percent graduated from high school, and 55 percent went on to college. In addition, Career Beginnings has been recognized as an exemplary partnership by the American Association of State Colleges and Universities, the California Community Colleges, the Children's Defense Fund, the Conference Board, and the Southern Association of Colleges and Schools. **Contact:** Center for Corporate and Education Initiatives at Brandeis University. **Sources:** 5, 8. **Note:** See next item.

26. **Higher Ground.** This program was established in 1990-91 as an extension of the Career Beginnings effort described above. Like Career Beginnings, it is also managed by the Center for Corporate and Education Initiatives at Brandeis. Its aim, however, is to provide on-going academic mentoring and support services for low-income and minority high school graduates who go on to college. Currently the program serves about 500 students at seven colleges. Higher Ground involves tutoring, mentoring, workshops, a summer orientation program, and internships. Among the life skills taught are time management, "getting along with a roommate," and career exploration and goal-setting. Strictly speaking, this program may not belong in this listing because it is not sponsored by business, but it appears reasonable to suppose from the source document that business people may be involved as mentors or in providing internships. Details on the size of the budget were not provided. **Contact:** Center for Corporate and Education Initiatives at Brandeis. **Source:** 5.

27. **Joe Dudley Fellows Program.** This program, which since 1988 has served a single, largely black high school in Greensboro, North Carolina, is strikingly unusual in two respects. First, its goals are very ambitious: "to encourage students to remain in school, improve their academic achievement, enter college [preferably one in the local area], and return to Greensboro as role models for other young people." Second, it was conceived and is supported by a major black-owned business in the area, Dudley's Products. Not only does the company provide an afternoon tutorial program and tours of its facilities, but male company executives mentor black male students from the school. Most interesting, perhaps, is that company employees make a weekly contribution from their paychecks to fund scholarships (ten each year), field trips, lectures, and other activities. Annual budget: $40,000. Regarding program standards and success, the source document refers only to student reported "gains in self-confidence and skills." **Contact:** Volunteer Coordinator, Greensboro Public Schools (919-370-8355). **Source:** 2.

28. **Project GOAL (Guided Opportunity to Achievement in Life).** This program was begun in the Richland County School District in South Carolina by a high school guidance counselor. It serves some 100-125 minority students a year at two high schools and one junior high in the district, all of whom are at risk and have been referred to the program by parents, a school nurse, teachers, or themselves. Though the program has an academic achievement component, it also provides career awareness programs and job placement. In addition, it offers life skills instruction--e.g., "survival skill classes" and instruction for pregnant teenagers on prenatal care. It also provides day care for teen mothers. Several businesses have been involved, not as sources of funds but as sources of tutors and mentors. These mentors visit the schools during the lunch hour or after hours, and they may contact students on weekends. If necessary, transportation is provided to students for after-school tutoring or other extracurricular activities. NationsBank is one of the major participating companies. Program cost in the first year was reported at about $80,000. The source document also states that examples of program success include "better care for infants born to teen moms" and 100 percent placement of graduates in college (all of them the first in their family to go to college). **Contact:** Project GOAL at Keenan High School in Columbia, SC (803-238-7315). **Source:** 7.

29. **Project REACH.** The objective of Project REACH is to reduce the dropout rate in the Marietta City, Georgia, schools, and to motivate and prepare students from low-income families for college. Participating students are in middle school and high school; the majority are black. The source document does not indicate when the program began or how many students are in it. Georgia Power is the corporate partner in this project, providing funds and mentors. The Southern College of Technology is also involved. The current annual budget is reported to be about $6000-$8000. According to the source document, "social enrichment is built into the program in the form of weekend retreats, parties, events with mentors on a one-to-one basis, summer trips to cities such as Washington, New York, and Philadelphia, museum visits, and [for 8th graders] book clubs . . . ." Measures of success for Project REACH include a one-semester decline of 91 percent in the number of discipline referrals. GPA's are reported at 2.0 or higher for 87 percent of black males, while "several" average in the range from 3.0 to 3.8. **Contact:** Project REACH at Marietta Junior High (404-422-0311). **Source:** 2.

30. **Work-Scholarship Connection Program.** This program was established in 1987 by Wegmans Food and Pharmacy and the Rochester, New York, City School District. Its aim is to motivate students in middle and high school to stay in school, perform at a higher level,

and graduate from high school. Positive role models for the students are important, and volunteers from Wegmans are used--five full-time and one part-time. These volunteers serve as tutors, as on-the-job mentors, and as faculty for work skills seminars. Wegmans itself provides part-time jobs for the students. It also offers scholarships under strict conditions--i.e., if the student works well at Wegmans with the Wegmans mentor (as well as with his school sponsor), if he has a good attendance record at work and school, if he obeys all company rules, if he does not possess, sell, or use illegal drugs or alcoholic beverages, and if he completes high school. If so, then the student qualifies for a full tuition scholarship (up to $5000 a year) at a college of his choice, and he can keep his job at Wegmans. Currently, the program is reported to cost $200,000 a year, funded by business and a local grant. In the first graduating class of 13, nine enrolled in four-year colleges, two were awaiting acceptance, one had married, and the other was still working at Wegmans. According to another source (NAPE), 70 percent of those in the program graduate from high school and 40 percent go on to college. Since the program was introduced, nearly 40 companies have been involved. IBM, Blue Cross/Blue Shield, and other companies have replicated the program in the Rochester region. **Contact:** Work Scholarship Connection (716-262-8256) or National Center on Education and the Economy (716-546-7620). **Sources:** 2, 7.

31. **Tenneco/Jefferson Davis High School Business/School Partnership.** This comprehensive program, which begins working with these predominantly Hispanic students before they enter the Jefferson Davis High School in Houston, provides attendance incentives, career education, leadership training, and "cultural enrichment" designed to encourage students to stay in school and to achieve, personally and academically. Incentives to reduce the number of dropouts include the opportunity to attend a special academic institute within the high school that prepares students for college, as well as a summer jobs training program, jointly sponsored by Tenneco and Cities in Schools (CIS), that pays a stipend of $450 for work experience by those who successfully complete the institute. Tenneco and CIS obtain commitments from private and public employers to provide these summer jobs, one feature of which is that worksite sponsors agree to serve as mentors. Tenneco launched this partnership in 1981; since 1983, Tenneco has also offered college scholarships to Jefferson Davis students who meet certain requirements. Annual cost of the program is reported to be $300,000-$500,00; other corporations and various foundations are among the contributors with Tenneco. The source document does not tell how many students have participated, but does state that "school officials credit the Tenneco program with a marked increase in the number of students who graduate and the number bound for college." **Contact:** Community Affairs Department at Tenneco (713-757-3930). **Source:** 2.

Specialized Efforts

The preceding program descriptions make it plain that instruction in life skills is frequently included as part of larger undertakings. The five programs presented below will illustrate the point that business-education partnerships have also been established primarily to provide life skills. These range from a two-hour seminar on how to choose an elective in high school (item 33) to a year-long elective on the economy and economic decisionmaking (item 34). Particularly interesting is the Teen Outreach Program (item 32), which is premised on the idea that helping others is a good way to help oneself.

32. **Teen Outreach Program (TOP).** The purpose of TOP is "to enhance the self-esteem and life-planning skills of at-risk 10th grade youth by giving them opportunities to perform community service and by involving them in a series of seminars based on a nationally developed curriculum." After extensive preparation, the participating students give 20-30 hours of service. (Examples include reading to kindergartners or 1st graders, winterizing the home of an elderly person who could not afford the work, etc.) The expectation is that helping others will improve self-confidence and better the attitude of students who are at risk academically or otherwise. TOP was introduced in the Roanoke Valley, Virginia, and was developed by the Roanoke Junior League. The corporate partner there is Dillard Paper Company, which contributes to the budget (along with civic groups and the local school district) and provides eight male volunteers as mentors. The budget is reported to be under $3000. It appears that the program has been adopted by the Junior League in other places, but this is not clear from the source document. There is also no information about the number of students participating. Information is included, however, on outcomes. Evaluations made over the last five years "in a number of sites" indicate that TOP students have "significantly lower rates than comparison students in half or more of a list of negative behaviors." Course failures are down by five percent; the teen pregnancy rate by 33 percent; and the dropout rate by 50 percent. **Contact:** Junior League of Roanoke Valley (703-774-3242). **Source:** 2.

33. **Choices.** Choices was started in 1983 by the U.S. West Education Foundation. It is now provided in 47 states and two foreign countries, with funding from individual corporations, chambers of commerce, and additional foundations. (Information about costs was not provided in the source document.) To date, the program has reached some 2.7 million 9th graders. It involves a two-hour classroom seminar in which students are made to consider the implications of the choices they make about the courses they will take in high school. According to the source document, the aim is to help students "develop the ideas of time management, self-discipline, and wise academic decisionmaking." One source

document (8) states that the annual costs for this program include a minimum licensing fee of $2,000, which covers a population area of 200,000, as well as a $150 fee for each presenter kit and $30 for classroom kits. No information was provided on measures of success. **Contact:** U.S. West Education Foundation (206-343-5200). **Sources:** 2, 8.

34. **Project Enterprise.** This project is actually a year-long elective for students in the 11th grade at Pleasure Ridge Park High School in the Jefferson County School System in Louisville, Kentucky. Its purpose is to help students learn problem-solving and decisionmaking skills and obtain knowledge of "economics, real-world business operations, and the American work ethic." They also learn how to write a resume, how to conduct a job interview, and some of the issues in corporate social responsibility. Support for the project comes from Capital Holding Corporation in Louisville and takes several forms. Students may receive paid summer internships, and they may also take part in volunteer company programs (such as aid to the homeless). Capital also awards a four-year college scholarship to one outstanding student each year. The source document provided no information on the number of students participating, program costs, or measures of success. **Contact:** Capital Holding Corporation (502-560-3171). **Source:** 13.

35. **Ethical Decisionmaking in the Workplace and Society.** TRW is involved in several activities with Chantilly High School in northern Virginia, but perhaps the most popular is a day-long seminar on ethical decisionmaking sponsored by TRW and conducted for the entire class of graduating seniors each year. Originally begun in about 1990 by McDonnell-Douglas, the seminar was taken over by TRW in 1992. In 1993, 650 seniors took part; in 1994 there will be 700. TRW provides overall planning and organization for the seminar. Students are assigned to groups based on their career choices. A business leader from that career field leads group discussions. Students gain exposure to real-life issues, and they have the chance to spend time with a business leader representing a field that interests them. They learn about the ethics of decisionmaking, and they experience the group dynamics that come into play when consensus is being sought on a decision. According to TRW, "students are overwhelmingly positive. Other schools have observed the program and have now started their own. Approximately 70 percent of business leaders ask to participate again." **Contact:** Richard Ginnet at TRW in Fairfax, Virginia (703-803-5858). **Source:** Same.

36. **S.T.A.R.S. (Strategies with Technology and Affective and Remedial Support) Mentor Program.** Begun in 1990, this program's original purpose was to reduce the dropout rate among at-risk students enrolled in the four Guadalupe County, Texas, school districts.

When the mentoring portion was added to S.T.A.R.S. in 1992, the program's purposes expanded to "(1) help students feel more closely linked to their communities; (2) provide positive adult role models for students; (3) encourage student responsibility toward community; (4) increase career and education options for students after graduation; (5) provide an opportunity for school/community to work together for the benefit of high-risk youth in the area." Since the program's inception, 49 businesses have been active in providing mentors, internships, employment, and teacher training to the 528 students who have been involved in the program. Among the life skills taught in S.T.A.R.S. are self-marketing, time management, accepting responsibility, budgeting, peer and family relationships, self-esteem, and locus of control. Study skills are also taught to the students. The annual budget is reported to be $314,000. Success for this program is measured by administering and comparing the results of a series of life skills tests to S.T.A.R.S. students and to students who did not participate in the program. Feedback is also obtained from the mentors, as well as administrators from each of the four school districts. This program has been recognized as a national model dropout prevention program by the Center for Substance Abuse Prevention in the Department of Health and Human Services, and was selected as one of thirteen to be replicated nationally in the 1994-95 funding cycle. The S.T.A.R.S. Program was also awarded the "Outstanding Mentoring Program for 1993 Small Organization Business sponsored" by the San Antonio Mentorship Association. **Contact:** S.T.A.R.S. Program (210) 659--133. **Source:** same.

3. Opportunities

A striking fact about the program descriptions in the preceding section is that, in nearly half the cases, the source documentation provides no information about how well the program works. Thus, apart from the stature of the partners and their statement of intentions, the only clue to the success of these programs is their age, which appears to average about eight years. For the rest, success seems to be measured in terms of only a few specific indicators, often qualitative and sometimes apparently irrelevant to program objectives. Without further information, therefore, it is essentially impossible to comment on the intrinsic merits of these programs.

It is possible, however, to glean from the project descriptions some useful ideas about the opportunities open to businesses--or coalitions of business and community groups--to form partnerships with education. Not only is there a very wide range of existing possibilities to choose from, but there are also many other possibilities that apparently have not yet been considered. The latter point can be illustrated most forcefully perhaps by comparing the life skills in the 36 programs described here with the larger skill set identified as essential for the workforce by the Secretary of Labor's 1991 Commission on Achieving Necessary Skills (SCANS).

SCANS divided these essential skills into two groups, the first including five sorts of "competencies," and the second including three clusters of "foundation" skills. This structure and the associated skills are presented in Table 1. Clearly, most of these skills can be accurately described as life skills, including some like "listening" or "speaking" that are tucked away in categories like "Basic Skills." It is reasonable, therefore, to ask about the extent to which the SCANS skills are being addressed by the 36 programs described in Section 2 of this report.

A comparison shows, first, that *none* of the skills in three of the five "competencies" (i.e., "information," "systems," and "technology") is a target of any of these programs. But unless one is prepared to assert that the schools are doing an excellent job by themselves in providing students with the skills in these three competencies, then there obviously is a good deal of room for possible partnerships in all of these skill areas. Indeed, it is not difficult to imagine dozens of programs that could be established for *each* of these areas, all focusing on particularly important situations in which the skills in question are needed.

Table 1

SCANS SKILLS NEEDED FOR THE WORKFORCE*

The 5 Competencies

1. Resources
   - Allocates Time
   - Allocates Money
   - Allocates Material and Facility Resources
   - Allocates Human Resources
2. Information
   - Acquires and Evaluates Information
   - Organizes and Maintains Information
   - Interprets and Communicates Information
   - Uses Computers to Process Information
3. Interpersonal
   - Participates as a Member of a Team
   - Teaches Others
   - Serves Clients/Customers
   - Exercises Leadership
   - Negotiates to Arrive at a Decision
   - Works with Cultural Diversity
4. Systems
   - Understands Systems
   - Monitors and Corrects Performance
   - Improves and Designs Systems
5. Technology
   - Selects Technology
   - Applies Technology to Task
   - Maintains and Troubleshoots Technology

The Foundation

1. Basic Skills
   - Reading
   - Writing
   - Arithmetic
   - Mathematics
   - Listening
   - Speaking
2. Thinking Skills
   - Creative Thinking
   - Decision Making
   - Problem Solving
   - Seeing Things in the Mind's Eye
   - Knowing How To Learn
   - Reasoning
3. Personal Qualities
   - Responsibility
   - Self-esteem
   - Social
   - Self-Management
   - Integrity/Honesty

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* Adapted from SCANS (1991), pp. 12, 16.

If the skills included in the 36 programs are compared with the skills listed under the remaining two competencies (i.e., "resources" and "interpersonal"), the opportunities are still great. Figure 1 lists the 36 programs down the left-hand side and the ten relevant SCANS skills across the top. An "x" indicates cases in which a program is targeting a SCANS skill. *Ability to allocate time properly* and *ability to participate as a member of a team* are the SCANS skills with the most x's, but the number is small (only four out of the 36 programs concern themselves with these skills). Four of the SCANS skills are not addressed by any of the 36 programs. In these and other respects, Figure 1 makes it plain that many avenues are open for program innovation.

Essentially the same points can be made with reference to the SCANS "foundation skills." None of the 36 programs focuses on the "Basic Skills" listed in Table 1. Some of the programs do, however, address areas within the other two types of foundation skills, as indicated by the x's in Figure 2. Here the areas most frequently targeted are "social skills" (with 12 x's) and "self-esteem" (with 11). But, again, four of the foundation skills are not pursued in any of the 36 programs, and a fifth is targeted in only one. Yet the skills not touched by the programs described in this report--among them "creative thinking" and "reasoning"--appear to be eminently sound candidates for business-education partnerships of one sort or another. For this and other reasons, therefore, the general conclusion may be repeated: there are many opportunities for innovation.

One last point might also be made. It appears that the programs described in this report are sometimes concerned with life skills which do not appear explicitly in the SCANS list of essential skills, though they may be implied. Examples include job attendance, self-marketing, and goal-setting. There can be little question, however, that these life skills are also essential for the workforce. Dealing with them explicitly may thus provide additional opportunities to create valuable life-skills programs.

Figure 1

MATCH BETWEEN LIFE SKILLS FOUND IN BUSINESS-EDUCATION PARTNERSHIPS AND THE *SCANS* "COMPETENCIES"

Name of Program	1	2	3	4	5	6	7	8	9	10
1. Caldwell County Communities in Schools										
2. Freedom Youth Academy										
3. PepsiCo Partnership Programs										
4. Norrell Services/Cedar Grove High School Partnership										
5. USAA Mentor/Junior Achievement Program								X		
6. Burger King Academies										
7. Project Partnership										
8. Summer Training and Education Program (STEP)										
9. New Vistas High School										
10. Bridge to Employment: Mentor Program										
11. Zero-to-Three Parenting Project										
12. The Mentoring Project: Continuing Education for Youth					X		X			
13. Chatham-Savannah Youth Futures Authority										
14. Pathways I										
15. Career Links: Career Mentoring for Teens										
16. Springfield Institution for Savings Adopt-A-Student Program										
17. Youth Motivation Program										
18. The Houston Initiative, Inc.										
19. Model Office Classroom (MOC)										
20. INROADS										
21. Maryland Tomorrow								X		
22. Education First										
23. The Caring Community Project										
24. World of Work										
25. Career Beginnings	X	X								X
26. Higher Ground	X									
27. Joe Dudley Fellows Program										
28. Project GOAL (Guided Opportunity to Achievement in Life)										
29. Project REACH										
30. Work-Scholarship Connection Program										
31. Tenneco/Jefferson Davis High School Business/School Partnership								X		X
32. Teen Outreach Program (TOP)					X		X			
33. Choices	X									
34. Project Enterprise					X		X			
35. Ethical Decisionmaking in the Workplace and Society					X					
36. S.T.A.R.S. (Strategies with Technology and Affective and Remedial Support) Mentor Program	X	X								

Key to the "Competency" skills:

1. Allocates Time
2. Allocates Money
3. Allocates Material and Facility Resources
4. Allocates Human Resources
5. Participates as a Member of a Team
6. Teaches Others
7. Serves Clients/Customers
8. Exercises Leadership
9. Negotiates To Arrive at a Decision
10. Works with Cultural Diversity

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Figure 2

MATCH BETWEEN LIFE SKILLS FOUND IN BUSINESS-EDUCATION PARTNERSHIPS AND THE *SCANS* "FOUNDATION SKILLS"

Name of Program	1	2	3	4	5	6	7	8	9	10	11
1. Caldwell County Communities in Schools								X	X		
2. Freedom Youth Academy											X
3. PepsiCo Partnership Programs											
4. Norrell Services/Cedar Grove High School Partnership											
5. USAA Mentor/Junior Achievement Program									X		X
6. Burger King Academies									X		
7. Project Partnership											
8. Summer Training and Education Program (STEP)		X					X	X		X	
9. New Vistas High School									X		
10. Bridge to Employment: Mentor Program											
11. Zero-to-Three Parenting Project								X			
12. The Mentoring Project: Continuing Education for Youth											
13. Chatham-Savannah Youth Futures Authority									X		
14. Pathways I								X	X		
15. Career Links: Career Mentoring for Teens											
16. Springfield Institution for Savings Adopt-A-Student Program							X	X			
17. Youth Motivation Program											
18. The Houston Initiative, Inc.											
19. Model Office Classroom (MOC)											
20. INROADS								X	X		
21. Maryland Tomorrow											
22. Education First											
23. The Caring Community Project									X		
24. World of Work							X	X			
25. Career Beginnings								X			
26. Higher Ground									X		
27. Joe Dudley Fellows Program								X			
28. Project GOAL (Guided Opportunity to Achievement in Life)											
29. Project REACH									X		
30. Work-Scholarship Connection Program											
31. Tenneco/Jefferson Davis High School Business/School Partnership											
32. Teen Outreach Program (TOP)								X			
33. Choices		X								X	
34. Project Enterprise		X	X						X		
35. Ethical Decisionmaking in the Workplace and Society		X									
36. S.T.A.R.S. (Strategies with Technology and Affective and Remedial Support) Mentor Program							X	X	X		

Key to the "Foundation" skills:

1. Creative Thinking
2. Decisionmaking
3. Problem Solving
4. Seeing Things in the Mind's Eye
5. Knowing How To Learn
6. Reasoning
7. Responsibility
8. Self-Esteem
9. Social Skills
10. Self-Management
11. Integrity/Honesty

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Appendix A

LIST OF PRINCIPAL CONTACTS

The following is a list of people and organizations that provided us with information on business-education partnerships or supplied us with names of contacts or other sources relevant to this project.

Alliance for Education (Worcester, Massachusetts)
American Honda Foundation (Torrance, California)
American Youth Policy Forum (Washington, D.C.)
Ann Brown, member of NAPE's board and the desegregation monitor for the Little Rock courts (Little Rock, Arkansas)
Business Roundtable (Washington, D.C.)
Center for Educational Technology, Florida State University (Tallahassee, Florida)
Center for Workforce Preparation and Quality Education: U.S. Chamber of Commerce (Washington, D.C.)
Cities in Schools of Arkansas (Little Rock, Arkansas)
Community Learning Information Network (CLIN) (Washington, D.C.)
Council for Aid to Education (New York, New York)
Tom Hennessey, The Institute of Public Policy at George Mason University (Fairfax, Virginia)
IBM (Armonk, New York)
Institute for Educational Leadership (Washington, D.C.)
Intel (Chandler, Arizona)
Jobs For the Future (Cambridge, Massachusetts)
Kansas State Board of Education (Topeka, Kansas)
Kentuckianna Education and Workforce Institute (Louisville, Kentucky)
Los Angeles County Metropolitan Transportation Authority (Los Angeles, California)
Maine Coalition for Excellence in Education (Augusta, Maine)
Minnesota Department of Education (St. Paul, Minnesota)
Motorola (Schaumberg, Illinois)
National Alliance of Business (Washington, D.C.)
National Association of Manufacturers (Washington, D.C.)
National Association of Partners in Education, Inc. (NAPE) (Alexandria, Virginia)
National Association of Private Industry Councils (Washington, D.C.)
National Center for Research in Vocational Education (Berkeley, California)
National Center on Education and the Economy (Washington, D.C.)
National Chamber of Commerce (Washington, D.C.)
Partners for Education in Business (Syracuse, New York)
Public Private Ventures (Philadelphia, Pennsylvania)
Southern Regional Education Board
UNUM Education Institute (Portland, Maine)
Jim Vernon, Academic Vice President at Sullivan College (Louisville, Kentucky)

Appendix B

LIST OF MAJOR SOURCES

The following pages provide references to materials used in this project. This list represents a small portion of the materials we received from contacts, but it includes all of the documents that proved important in our quick search of the literature.

1. *An Overview of Evaluation Research on Selected Educational Partnerships* (Washington, D.C.: Office of Education Research and Improvement, 1991).

This report reviews studies examining the evaluation of business-education partnerships, along with the methodologies used to perform the evaluations. The report concludes with the idea that more evaluations are needed of business/education partnerships, and further refinement of the methodologies is also required.

2. Asche, Jane A., *Finish for the Future: America's Communities Respond* (Alexandria, VA: National Association of Partners in Education, 1993).

This publication is concerned with the problem of high school dropouts in the United States. Demographics are presented for those students most at risk for becoming dropouts. Sections are also included that discuss the costs of dropouts to society and the role that business and/or community partnerships with education can take to help prevent dropouts. Included is a list of 78 model partnerships with detailed descriptions and contacts.

3. *Business-Education Partnerships in Oregon: Update 1990* (Salem: Oregon State Department of Education, 1990).

This report gives a brief description of the history of business-education partnerships, along with some state-level studies of partnerships in Oregon. A section is also included with guidelines for establishing business-education partnerships, and descriptions of some model programs in Oregon are presented. Finally, a section on future trends in partnerships concludes the report.

4. *Business/Education Partnerships in South Carolina. Model Projects* (Columbia, S.C.: South Carolina State Department of Education, Division of Public Accountability).

This report presents 38 examples of business-education partnerships in South Carolina, representing 24 school districts and three statewide projects.

5. Council for Aid to Education, *Business and the Schools: A Guide to Effective Programs,* 2nd Edition (New York: Council for Aid to Education, 1992).

This book presents detailed information on various aspects of business-education partnerships, including the different strategies business can take when forming partnerships with education, as well as the different levels of business commitment. Included are chapters which focus on specific types of program models, with examples of actual programs.

6. *Education-Community-Business Partnerships.* (Washington, D.C.: Office of Educational Research and Improvement, 1992).

This issue of the ERIC Review document features two main articles: "Collaboration to Build Competence: The Urban Superintendents' Perspective" by Terry A. Clark and "Higher Education-Business Partnerships: Development of Critical Relationships" by Diane Hirshberg. A section on "Recent Federal Partnership Initiatives," as well as a list of resources (organizations and associations, clearinghouses, and federal agencies) and suggested reading materials are also presented.

7. *Finish for the Future: Programs Involving Life Skills, School-to-Work Transition* (Alexandria, VA: National Association of Partners in Education, unpublished).

This list of 37 programs features education partnerships with business or the community, aimed at teaching life skills to students and for preparing them for the world of work.

8. Kranberg, Susan, *50 Important Things You Can Do to Improve Education* (New York: Book Industry Study Group, 1993).

This book presents descriptions of 50 exemplary business/education partnerships. These descriptions are grouped into eight categories: Adopt-a-School; Career Awareness and Leadership Training; Job Readiness; Mentoring; School Reform and Curriculum Enhancement; Special Awards, Incentives and Scholarships; Teacher Training; and Tutoring. Contacts are presented for each program.

9. *Leaders for Change: Corporate/Education Partnerships* (New York: Council for Aid to Education, no date).

This publication describes eleven exemplary business-education partnership programs. Sections list background information, program characteristics, and program results for each program.

10. National Alliance of Business, *A Blueprint for Business on Restructuring Education* (Washington, D.C.: National Alliance of Business, 1989).

This report discusses the roles that business can take in the restructuring of America's schools. The steps necessary for business to follow when getting involved are listed, as well as certain considerations, such as barriers or obstacles.

11. National Alliance of Business, *The Business of Improving Public Education* (Washington, D.C.: National Alliance of Business, 1989).

This executive summary identifies the purpose of the National Alliance of Business's "Corporate Action Agenda," and it offers a brief look at why it is so important for business to become involved in improving education, what business has already done, and what yet needs to be done. A list of resources on this topic, available through the NAB's Corporate Action Agenda, is also presented.

12. National Alliance of Business, *Who Will do the Work? A Business Guide for Preparing Tomorrow's Workforce* (Washington, D.C.: National Alliance of Business, 1989).

This report examines the role of jobs collaboratives in preparing students for the workforce. Included is a section on the formation of a collaborative, examples of three successful jobs collaboratives, and an examination of each partner's roles and responsibilities.

13. *Partnerships for the Future: Business-Education Partnerships in New York State* (Albany, N.Y.: New York State Education Department, and the Public Policy Institute, 1987).

This report provides guidelines for business to follow and subsequent benefits when getting involved with education. A large section of the remainder of the report is devoted to illustrating 37 exemplary partnerships in the state of New York. Contacts for these partnerships are included.

14. *Teaching Life Skills in Context* (Philadelphia: Public/Private Ventures, 1989).

This publication discusses the problem of teenage pregnancies in the United States. The Summer Training and Education Program (STEP) is then presented in great detail as a possible means to help eliminate this problem and contribute in other important ways to the individual's academic and personal success.

15. U.S. Department of Labor, *What Work Requires of Schools: A SCANS Report for America 2000* (Washington, D.C.: U.S. Department of Labor, Secretary's Commission on Achieving Necessary Skills, 1991).

This report examines the types and levels of skills required to enter the current and future workforce. Specifically, five competencies and a three-part skill foundation (as shown in Table 1 in Section 3) are identified as the core set of skills which all U.S. high school students need to have before entering the workforce.

16. Wentworth, Eric, *Agents of Change: Exemplary Corporate Policies and Practices To Improve Education* (Washington, D.C.: The Business Roundtable, 1992).

This publication depicts various ways that American corporations have become involved in improving education, ranging from encouraging employees to participate in volunteer activities to providing training and education for teachers. Case studies of actions taken by four corporations are provided.

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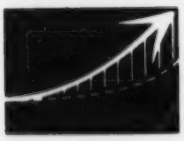

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